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ABSTRACT

As part of a schoolwide effort to increase accountability, the counseling staff at Rio Hondo College, with the aid of a consultant, established an evaluation system for the counseling program. The first step in the process was the ranking of job responsibilities by the counselors according to importance and need. After a number of meetings where these needs were discussed and a sense of teamwork developed, the counselors established goals for themselves, including the following: provide career guidance; assist students in becoming self-reliant by offering reassurance, suggestions, advice, and persuasion; and help students explore their interests, values, and attitudes. The goals were then translated into a management by objectives plan which consisted of objectives and attendant counselor responsibilities in twelve areas: (1) evaluation of objectives; (2) student feedback; (3) academic advisement; (4) career counseling; (5) personal counseling; (6) referrals to support services; (7) testing; (8) articulation with feeder schools; (9) four-year college liaison; (10) personal development classes; (11) interdepartmental communications; and (12) attitude and satisfaction survey. Multiphase evaluations were conducted to determine the degree to which these objectives were met. Appendices contain a needs assessment form, an interim audit report, and the final evaluation. (MB)

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FORMULATING, EVALUATING AND AUDITING THE RIO HONDO COLLEGE COUNSELING PROGRAM

BY

Gerald T. Olson
Office of the Los Angeles County
Superintendent of Schools

Don Cornelson
Rio Hondo College

July 1978

JC 780 544

ACKNOWLEDGEMENTS

Those at the Office of the Los Angeles County Superintendent of Schools who helped to originate evaluation services include Drs. Richard M. Clowes, Superintendent; E. Maylon Drake, Chief Deputy Superintendent; Gordon E. Footman, Director of the Division of Program Evaluation, Research, and Pupil Services (PERPS); and Warren B. Newman, Assistant Director of PERPS. The Los Angeles County Board of Education is also recognized because with its support and approval program evaluation has become a valued resource of education in Los Angeles County, California.

The Board of Education of Rio Hondo College is acknowledged for having instigated the quest for accountability throughout the College. The Counseling Department responded in the manner presented in this paper. The members of the Counseling Department who participated in developing a management control system for programs were:

Don Cornelson, Dean of Counseling

Mrs. Ruth Cooper
Mr. Len Craven
Ms. Alicia Hernandez
Mrs. Louise Hilker
Mrs. Kay Little
Mr. Leroy Sanchez
Dr. Harry Tammen
Mr. Orlen Willoughby

Introduction

The Board of Education called for accountability at Rio Hondo College and a consultant was hired to work with all departments to establish management control systems. He was not successful in the Counseling Department probably because he did not heed Weinstein's (1972) guidelines, two of which are: (1) building source credibility and (2) persuading one's clientele that program evaluation can be other than a zero sum game. The consultant agreed that the counselors would build their own evaluation system since he was unfamiliar with what went on in counseling and the staff was unwilling to work with him. The Dean of Counseling called the Los Angeles County Education Center and a Consultant from the Division of Program Evaluation, Research and Pupil Services was assigned to work with the counseling staff at Rio Hondo College. They accomplished the following together: a staff needs assessment, an extensive interpersonal process among the staff, a management by objectives plan, a program evaluation and an audit. This paper will present those accomplishments.

Staff Needs Assessment

The program evaluation consultant asked the counselors to complete a needs assessment instrument he had developed (Olson '76) as a result of a conversation with Dr. James Cox (1978 p. 2) and providing assistance to the counseling staff at East Los Angeles College, (see Appendix A). The following infinitive stems were considered to have a high degree of need:

	RANK
. To do follow-up studies	1.00
. To clarify students' thoughts and feelings	2.00
. To conduct inservice training	3.50
. To advise senior citizens	3.50
. To supervise peer counselors	4.30
. To clarify students' values	4.30
. To conduct student personnel research	4.30

The following items were judged to have a high moderate degree of need.

	RANK
. To provide drug counseling	5.20
. To provide pre-marriage counseling	5.20
. To administer a public relations program	5.20
. To disseminate information to students	5.20
. To do career guidance	5.20
. To register students	6.20
. To organize a department advisement system	6.20
. To conduct personal development classes	6.20
. To advise students on financial aid	6.20
. To assist students in identifying their own needs and goals	7.50
. To assist students to obtain employment	7.50

The following items were determined to have a moderate degree of need.

	RANK
. To provide guidance or study skills	8.16
. To advise foreign visa students	8.16
. To attend high school liaison meetings	8.16
. To assist students plan courses	8.16
. To evaluate students' transcripts	8.16
. To advise and counsel handicapped students	8.16
. To identify your own values regarding counseling	9.00

The following items were estimated to have a low moderate need.

	RANK
. To collect information for students	10.50
. To assist students with four year college placement	10.50
. To conduct individual counseling conferences	11.33
. To conduct new student orientations	11.33
. To analyze test results	11.33
. To provide group counseling	12.25
. To advise veterans	12.25
. To do walk-in counseling	12.25
. To talk on the telephone with feeder school personnel	12.25
. To attend or conduct liaison meetings with four year colleges	13.00
. To serve on college committees	14.33
. To write reports	14.33
. To maintain records	14.33

No item on the needs assessment was considered to be without need.

The assessment was scored in the following manner:

If an item was considered very important and not well met it was given a numerical designator of three (3) - maximum need.

If an item was considered very important but met fairly well it was given a two (2) - medium need; and if an item was considered fairly important but not well met it was given a two (2) also.

If items were said to be very important but not well met, fairly important and fairly well met, or not important and not well met they were given a numerical value of one (1).

The remaining possibilities on the matrix (fairly important - met very well, not important - met very well or met fairly well) were considered to represent no need.

The computations for the needs assessment are contained in Appendix B. (Note: one counselor missed a page, eight items, and one considered item 25 "employment" to be not applicable.)

It is assumed by some that after doing a needs assessment that everything will fall into place. That objectives will be clear and that a plan for managing the educational program, in this case counseling, can proceed without a hitch. This was not true in the case of the Rio Hondo College Counseling Program. Interpersonal process was needed; so a series of meetings were scheduled.

Interpersonal Process

The first meeting was held at the Los Angeles County Education Center. During the discussion the counselors talked about the following goals that had potential for being developed into objectives:

To help students to get into college (registration), get an educational program set up, find programs for skill building, do career exploration and planning, and do personal "adjustment" exploration. The counselors said that they would keep records, assess student satisfaction regarding the program, develop a departmental liaison system, do referrals both within the college community and to agencies in the greater community, and as a high priority item, to attend various types of inservice training. The counselors were in conflict both between one another and within themselves regarding the task of registration. Lastly, the following values for the counseling program emerged. The counselors felt that personalized service should be given. Further that a counselor should be available at all times, help students to build greater self-reliance and develop strategies to manage and control their work load through a phasing process.

There were undefined sources of tension among the counselors. There were negative and positive reactions as judged by the following statements and questions made by them. "Everyone should attend!" Some counselors avoided the meeting. "Some members of the group avoid all conflict! Stress comes from interstaff conflict! Tension comes from different philosophies! Who is doing the work?" One counselor felt he was doing more than his share of the work. "What are the jobs of a counselor? Who will do the job? How do we get everyone to do their share? What the hell is going on?" There was some discussion concerning the availability of the Dean of Counseling. The following needs emerged: We need a leader who has more time to manage the counseling staff. We need a quality contact control system to include the screening of telephone calls.

The consultant recommended a tentative evaluation format and that a meeting be scheduled to focus on releasing the tension manifest during the meeting.

The interpersonal process continued. The counseling staff made an attempt to get better acquainted with one another and were "up front" about their thoughts and feelings toward each other. They engaged in team building by becoming more aware of one another through open, meaningful and trusting communications and as a result they gained more accurate perceptions of one another as work associates. They got their feelings and attitudes out in the open and began to solve the problem of setting goals for the counseling program. Behaviors changed.

After the counselors were involved in interpersonal processing enough to obtain a sense of trust amongst themselves the following goals were stated. They felt that they should provide career guidance, assist students in becoming self-reliant by offering reassurance, suggestion, advice and persuasion to help students resolve their problems, and help students explore their interests, values and attitudes. The counselors believed, also that they ought to provide general information to students, assist them in identifying their needs, and make referrals to other agencies for students who have needs which cannot be met by the Rio Hondo College counseling staff. Lastly, they decided to assist students with decision making, help them with self-awareness, and interact with them as individual persons.

At their next meeting the counselors translated the goals they set for themselves into a management by objectives (MBO) plan.

MBO Plan

The Rio Hondo College counseling service for the academic year 1976-77 consisted of these twelve objectives:

TARGET	TASK	MEASURE	DATE
1.0 EVALUATION The Dean of Counseling will:	evaluate the following set of objectives (i.e., 2-12 below).	Interim and Final reports	Feb 28, '77 Jun 30, '77
2.0 FEEDBACK The first-year day students will be:	surveyed concerning their need for counseling service.	Counseling Services Feedback Form, (CSFF) to be developed (TBD) by the Program Evaluator and Evaluation Assistant.	May 16, '77
3.0 ACADEMIC ADVISEMENT (AA) 3.1 The counselors will:	conduct academic advisement, i.e., review course offerings, general educational, and major subject requirements with students.		

TARGET	TASK	MEASURE	DATE
3.2 The students will tentatively:	identify educational goals and courses which may be taken during the next semester. (Note: AA will be conducted during individual sessions--one student to one counselor.)	the signed programs of classes on file in the counseling center evaluation file.	Jan 31, '77 Jun 30, '77
4.0 CAREER COUNSELING The counselors and students who request it will:	engage in career counseling which may include: a. planning b. decision making c. values clarification d. testing Note: This service can be given either individually or in groups.	Daily tally sheet	Jan 31, '77 Jun 30, '77
5.0 PERSONAL COUNSELING The counselors will:	provide personal counseling sessions on demand or by appointment (within a weeks time) for students requesting this service. The service may include: a. crisis intervention b. active listening c. values exploration d. decision making e. exploration of options f. making referrals Note: These sessions are confidential in nature.	Daily tally sheet	Nov 30, '76 Apr 29, '77

TARGET	TASK	MEASURE	DATE
6.0 REFERRALS TO SUPPORT SERVICES The counselors will:	provide referrals to students who request it. Support services are: a. Health Services b. Financial aids c. Admissions d. EOPS e. Learning Assistance Center f. Veterans Affairs Note: The appropriate department will be informed of the referral.	Referral Form	Jan 31, '77
7.0 TESTING Counselors will:	a. provide diagnostic testing to assist students who request it, to make personal, educational, and career choices. b. administer, score, and discuss the test results on a one-to-one basis with students.	Testing Request Form (TBD) by the Program Evaluator	Dec 17, '76 May 31, '77
8.0 ARTICULATION WITH FEEDER SCHOOLS 8.1 Counselors will:	visit his or her assigned high school twice a semester to provide: a. general information b. catalogs c. applications d. brochures	High School Visitation Form	Jan 31, '77 Jun 30, '77

TARGET	TASK	MEASURE	DATE
8.2 Counselors will:	attend high school parent college sessions to answer questions regarding Rio Hondo College's educational programs.	Informational tally sheet	Jan 31, '77 Jun 30, '77
8.3 All Counselors will:	participate in a biannual High School Counselor's Day.	Evaluation checklist completed by participating attendants	May 31, '77
8.4 Counselors will:	issue a newsletter three times during 76-77. a. beginning of the first semester b. before end of first semester c. by May 15.	The newsletter	May 31, '77
9.0 TRANSFER -- 4 YEAR COLLEGE LIAISON			
9.1 Counselors will:	review all transfer majors in the catalog by March 15 for correctness of courses for each transfer institution. Corrections will be made where necessary, if none, the counselor will initial the program to indicate no change.	Catalog Change Form TBD by Program Evaluator	Apr 29, '77
9.2 Counselors will:	visit (together with a member of his/her department) a minimum of two 4 year colleges to articulate with the corresponding department on that campus.	Written report	May 31, '77

TARGET	TASK	MEASURE	DATE
10.0 PERSONAL DEVELOPMENT CLASSES The counselors will:	offer classes in personal development each semester. The classes will focus on: a. self-understanding b. interests c. abilities.	Course outlines	Apr 29, '77
11.0 INTERDEPARTMENTAL COMMUNICATIONS Counselors will:	inform assigned departments about trends in the transfer program and new policies in Rio Hondo College's transfer programs.	Transfer Trends Memos TBD	May 31, '77
12.0 ATTITUDE & SATISFACTION SURVEY The Program Evaluator will:	develop, conduct and analyze an attitude and satisfaction survey.	The form and results	Develop end of Jan '77 Conduct during Apr '77 Analysis, May '77

Interim Evaluation

Objective number one of the Rio Hondo College counseling services MBO plan called for an interim and final evaluation report from the Dean of Counseling. The interim report as presented here was made during March 1977 to demonstrate the progress made on several of the objectives for the fall semester, 1976.

Objective two was scheduled to be met in May.

Objective three. Academic Advisement: A randomly selected sampling of signed programs was checked for each of the counselors to note the thoroughness of the preparation of the program. These programs were made up for all first-time day students and for all the continuing students who came in during the fall semester for program advisement. In several instances the counseling could have been improved and the counselors involved were spoken to regarding this.

Objectives three, four, and five. The daily tally sheets were checked and tallied for the formal student counselor contacts in the office. A 20% random sampling was made and the following results were found. (Day students only involved in this count.)

	Semester total
Educational counseling contacts	2425
Career counseling contacts	555
Personal counseling contacts	1045

In addition, there were periods, particularly in November and December and January, when there were many drop-ins (students walking in without appointments) and often these names were omitted from the tally--usually because the counselor was involved with another client and interrupted the session long enough to answer the "drop-ins" questions. No record was kept of the many telephone counseling sessions. All three lines into the counseling office were almost continously busy from about 9:30 a.m. to about 1:30 p.m. daily.

The Veterans, with all the checking and double checking that must take place under the new regulations, require an inordinate amount of time.

The above tallies do not include the new-student orientation contacts. In the fall and winter orientation programs, more than 2200 new students saw the counselors for signed programs.

Objective six. Referral forms were checked. The new referrals form has a copy which is forwarded directly to the department to which the referral is made. This provides a follow-through that was not originally available.

Objective seven. Tests were administered in group as well as individual cases. The following tests were given during the first semester.

Allport Value Test	163
Work Values Inventory (Super)	118
California Occupational Preference	406
Myers Briggs Type Indicator	176
Mooney Check List	11
Bernreuter Personality Profile	298

The CPP was given to about 500 of our entering freshmen and cut down on the number of students requesting or needing testing later in the semester.

Objective eight. Each counselor has a responsibility of at least one high school for liaison work. The records showed 32 official contacts with these schools during the fall semester. These visits included meeting with senior classes, college night programs, counseling staff meetings, etc. The newsletter was issued twice during the first semester and will be issued again in April.

Although the objectives written for this year covered only the daytime program, all of the services mentioned in this report are also available to the evening students.

Objectives nine, ten and eleven. These objectives were not due to be met until later in the year.

Objective twelve. This objective was not manageable at this time so it was postponed until the second semester.

Interim Program Audit

> The independent educational audit is the device through which the public can hold its school accountable, and also through which the school can learn how to improve its programs in order to meet the demands rightly made by its constituency.
>
> (Lessinger, 1970, p. 79.)

The Educational program auditor brings a new professional role to education. The auditor serves as a third party, free of local ties and interests, who verifies the results of the internal evaluation. The auditor may also assist with evaluation techniques and makes recommendations for program improvement, if appropriate. The audit report on the interim evaluation report is found in Appendix C.

Final Evaluation Report

In accordance with objective number one of the Rio Hondo College counseling MBO plan a final evaluation report will be submitted. That report is contained in Appendix D. Objective twelve as revised was placed back in the plan.

Final Program Audit

The audit process includes a final program audit to review the concluding evaluation report. See Appendix E for that report.

Summary

The Rio Hondo College Board of Education called for program accountability from all departments at the college. A consultant was called in with expertise in business, but was rejected because of a lack of credibility. The Office of the Los Angeles County Superintendent of Schools was contacted and a consultant was sent to assist the Counseling Department evaluate its program. At first the counselors were hesitant to engage the task. They needed to do some interpersonal processing which had the result of building interpersonal trust so that a team effort could be made. Goals were established, objectives were developed from those goals. The objectives were evaluated by the college's Dean of Counseling and audited by a Los Angeles County Education Center Consultant from the Division of Program Evaluation, Research, and Pupil Services. The results were outstanding. All of the objectives were met. The Board of Education was delighted and it and its administrators were provided with data on which they were able to make favorable decisions regarding the Counseling Department.

Post Script

The Counseling staff decided to add objectives for the school year 1977-78. An interim report was filed but a final report has not been submitted because of mail in registrations which has generated an unusually large number of students coming in for academic advisement.

The counselors continue to be satisfied with the MBO system of program control. The program is productive and dynamic.

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APPENDIX A STAFF NEEDS ASSESSMENT

RIO HONDO COLLEGE
COUNSELING
STAFF NEEDS ASSESSMENT

Directions: Below are listed several activities or ideas which could be parts of a counseling program. Please answer two questions about each activity.

1. How important do you think it is to set up case conferences with other student services personnel?

2. How well do you think it is being done presently?

Make a mark in the box which best represents your thinking on the matter. In the example below the college counselors thought the activity was very important to the program but that it was not being met.

	met very well	met fairly well	not well met
Very important			*
Fairly important			
Not important			

From now on only the idea or activity will be mentioned. Please react to it by indicating its importance and how well it is being done as above.

Activity or Idea

How important is it:

1) To provide group counseling? (How well is it being done?)

	VW	FW	NW
VI			
FI			
NI			

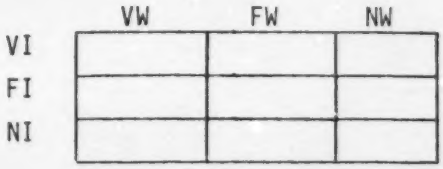
2) To supervise peer counselors?

	VW	FW	NW
VI			
FI			
NI			

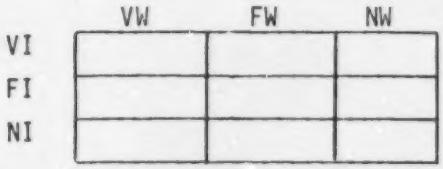
3) To provide guidance sessions on study skills?

	VW	FW	NW
VI			
FI			
NI			

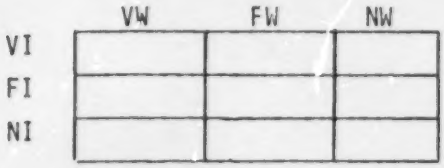
4) To provide drug counseling?



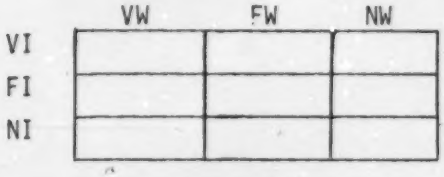
5) To advise foreign visa students?



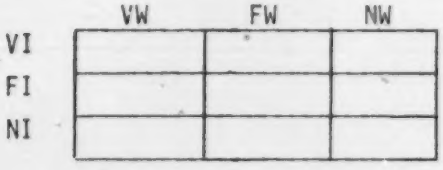
6) To serve on college committees?



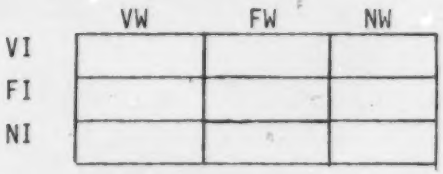
7) To clarify students' values?



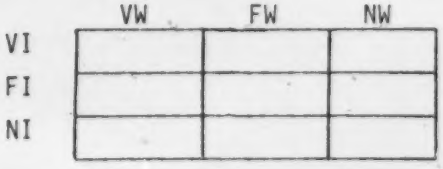
8) To provide pre-marriage counseling?



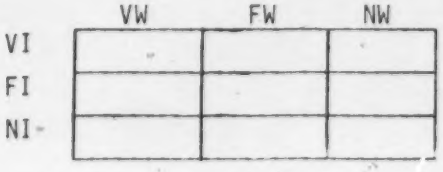
9) To attend high school liaison meetings?



10) To conduct inservice training?



11) To provide counseling in the area of love and sex?



		VW	FW	NW
12) To conduct individual counseling conferences?	VI			
	FI			
	NI			

		VW	FW	NW
13) To conduct student personnel research?	VI			
	FI			
	NI			

		VW	FW	NW
14) To identify your own values regarding counseling?	VI			
	FI			
	NI			

		VW	FW	NW
15) To assist students in identifying their own needs ard goals?	VI			
	FI			
	NI			

		VW	FW	NW
16) To clarify students' thoughts and feelings?	VI			
	FI			
	NI			

		VW	FW	NW
17) To conduct new student orientations?	VI			
	FI			
	NI			

		VW	FW	NW
18) To attend or conduct liaison meetings with four year colleges?	VI			
	FI			
	NI			

		VW	FW	NW
19) To analyze test results?	VI			
	FI			
	NI			

20) To advise senior citizens?

21) To administer a public relations program?

22) To collect information for students?

23) To disseminate information to students?

24) To do follow-up studies?

25) To assist students obtain employment?

26) To advise veterans?

27) To assist students with 4 year college placement?

	VW	FW	NW
VI			
FI			
NI			

28) To register students?

29) To assist students plan courses?

30) To write reports?

31) To do career guidance?

32) To maintain records?

33) To evaluate students' transcripts?

34) To do walk-in counseling?

35) To organize a department advisement system?

	VW	FW	NW
VI			
FI			
NI			

36) To conduct personal development classes?

37) To talk on the telephone with feeder school personnel?

38) To advise students concerning financial aid?

39) To advise and counsel handicapped students?

	VW	FW	NW
VI			
FI			
NI			

	VW	FW	NW
VI			
FI			
NI			

	VW	FW	NW
VI			
FI			
NI			

	VI	FW	NW
VI			
FI			
NI			

APPENDIX B: STAFF NEEDS ASSESSMENT COMPUTATIONS

J U D G E S

ITEM #	I	II	III	IV	V	VI	VII	VIII	IX	Σ	N	$\bar{X}$	RATE	RANK
1	1	2	0	2	2	1	1	2	1	12	9	1.33	M-	12.25
2	2	2	2	3	2	1	2	3	1	18	9	2.00	H	4.33
3	1	2	2	1	3	1	1	2	1	14	9	1.55	M	8.16
4	2	2	2	3	1	1	1	3	1	16	9	1.77	M+	5.20
5	1	2	1	2	2	0	2	3	1	14	9	1.55	M	8.16
6	1	0	1	1	2	1	3	1	1	11	9	1.22	M-	14.33
7	3	2	3	2	2	0	2	3	1	18	9	2.00	H	4.33
8	2	2	3	3	2	1	1	1	1	16	9	1.77	M+	5.20
9	3	2	1	0	2	1	1	3	1	14	9	1.55	M	8.16
10	2	2	3	3	3	1	1	3	1	19	9	2.11	H	3.50
11	1	1	3	3	1	1	1	2	2	15	9	1.66	M+	6.20
12	X	1	1	2	2	1	1	2	1	11	8	1.375	M-	11.33
13	X	2	3	2	3	0	2	2	2	16	8	2.00	H	4.33
14	X	1	3	1	2	3	1	0	1	12	8	1.50	M	9.00
15	X	2	1	2	2	1	2	2	1	13	8	1.625	M+	7.5
16	X	3	2	3	1	1	2	3	2	17	8	2.125	H	2.00
17	X	1	1	2	2	1	1	2	1	11	8	1.375	M-	1.33
18	X	1	1	0	2	1	1	3	1	10	8	1.25	M-	13.00
19	X	1	2	1	1	1	1	3	1	11	8	1.375	M-	1.35
20	2	2	3	2	3	1	1	3	2	19	9	2.11	H	3.50
21	2	2	1	1	1	1	3	3	2	16	9	1.77	M+	5.20
22	2	0	2	1	2	1	2	2	1	13	9	1.44	M-	10.50
23	3	2	2	1	2	1	2	2	1	16	9	1.77	M+	5.20
24	2	3	3	2	3	1	1	3	2	20	9	2.22	H	1.00
25	1	NA	3	1	1	1	3	2	1	13	8	1.625	M+	7.5

APPENDIX B: STAFF NEEDS ASSESSMENT COMPUTATIONS

JUDGES

ITEM #	I	II	III	IV	V	VI	VII	VIII	IX	Σ	N	$\bar{X}$	RATE	RANK
26	1	2	1	2	2	1	1	1	1	12	9	1.33	M-	12.25
27	1	2	1	2	1	1	2	2	1	13	9	1.44	M-	12.50
28	2	2	1	3	2	1	1	2	1	15	9	1.66	M+	6.20
29	2	2	1	2	2	1	1	2	1	14	9	1.55	M	8.16
30	1	2	0	1	2	1	2	1	1	11	9	1.22	M-	14.33
31	2	2	2	2	2	0	3	2	1	16	9	1.77	M+	5.20
32	1	2	1	1	2	1	1	1	1	11	9	1.22	M-	14.33
33	2	1	1	2	2	1	2	2	1	14	9	1.55	M	8.16
34	1	1	1	2	2	0	1	3	1	12	9	1.33	M-	12.25
35	1	2	1	2	2	1	2	3	1	15	9	1.66	M+	6.25
36	1	2	2	1	2	1	2	3	1	15	9	1.66	M+	6.25
37	1	2	1	1	2	1	1	2	1	12	9	1.33	M-	12.25
38	1	1	1	2	3	1	3	2	1	15	9	1.66	M+	6.25
39	2	2	1	1	2	1	2	2	1	14	9	1.55	M	8.16

APPENDIX C INTERIM AUDIT REPORT

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF PROGRAM EVALUATION, RESEARCH, AND PUPIL SERVICES

Rio Hondo College
Counseling Services Program

INTERIM REPORT

This report is based on data gathered as a result of the on-site visit to Rio Hondo College on February 22, 1977 and the critique of the evaluation design, December 13, 1976.

1. On December 13, 1976, the Auditor and the Dean of Counseling met. Phraseology of the objective and evaluation procedures were discussed, and as a result, an Audit Plan was finalized. Copies were supplied to those involved and who had need for a complete plan.

2. The Auditor concurs with the evaluation measures selected for the program and with proposed data collection, analysis, and presentation procedures.

3. This paragraph reports data generated during the visit to Rio Hondo College on February 22, 1977. Progress toward meeting the objective of the plan for the Counseling Services Program will be reported, objective by objective, below.

   References: Rio Hondo College, Counseling Services, Primary Objectives, 1976-77 and Rio Hondo College, Counseling Department, Interim Report

Objective 1.0 EVALUATION

This objective has been met to date.

Objective 2.0 COUNSELING SERVICES FEEDBACK

This objective is not due to be met until May 15, 1977.

Objective 3.0 ACADEMIC ADVISEMENT

This objective was met.

Objective 4.0 CAREER COUNSELING

This objective was met.

Objective 5.0 PERSONAL COUNSELING

This objective was met.

Objective 6.0 STUDENT REFERRALS TO SUPPORT SERVICES

This objective was met.

Objective 7.0 TESTING

This objective was met.

Objective 8.0 ARTICULATION WITH FEEDER SCHOOLS

This objective and subobjectives were met.

Objective 9.0, 10.0, and 11.0

These objectives are not due to be met until later.

Objective 12.0 CURRICULUM FEEDBACK

This objective was deleted and a new objective 12.0 substituted employing American College Testing Career Planning Analysis Service Student Follow-Up Questionnaire. The results will be available later during the 1976-77 academic year.

SUMMARY

The batting average for the program at Interim Report time is 1.000 which is perfect.

RECOMMENDATION

Plan time to revise your objectives for next year if you are so inclined. Otherwise, carry on!

APPENDIX D FINAL EVALUATION

RIO HONDO COLLEGE
Counseling Department

In accordance with Objective #1 of the Counseling Department set of objectives, this is a report on the results of the objectives as set up by the staff for the year.

2.0 FEEDBACK This year, since the ACT survey was already being used for a study, it was decided to use solely that instrument which already included some needs data, rather than attempt to work with two surveys simultaneously. The needs that were listed in the survey and the percentage of respondents declaring a need include:

Financing education	55%
Finding a job	51%
Finding a place to live	18%
Choosing a major	30%
Improving study skills	53%
Improving reading skills	41%
Improving math skills	59%
Improving writing skills	51%

All of the above needs are involved in counseling students, suggesting that best courses for deficiencies, referring to the proper office for help, etc. and of course, the need for help in "choosing a major" is most directly involved in counseling.

3.0, 4.0, and 5.0 Academic advisement has changed during this past year with the advent of mail registration. Permits are no longer required for continuing students. However, there was an unprecedented number of requests to see counselors (from continuing students) this summer after registration forms were mailed. This will require some alteration in the counseling schedule. There are more changes anticipated for the coming year and the counseling department will need to adjust to whatever transpires.

Daily tally sheets were checked and tallied for formal student counselor contacts during the day. The tally sheets showed the following:

Educational counseling contacts	3736
Career counseling contacts	1220
Personal counseling contacts	1672

The above figures do not include the counseling contacts for students transferring to Rio Hondo, returning students, and new students. This would increase the total by at least 2,800. No record was kept of the many telephone counseling sessions. The veterans, with all the checking and double checking that must take place under the new regulations, require an inordinate amount of time.*

The career counseling contacts doubled during the second semester. For the fall semester, 13% of the counseling contacts were career problems; in spring 26% of the counseling would fall in that category. This is probably normal since many of the new students, upon entering, have a tentative goal. After a semester of college courses, they begin to question their goals and seek counseling.

*Each course to be taken by a veteran must be certified by the counselor as being necessary to meet the educational objective.

6.0 Referrals of counselors to other agencies are continuously being made. For on-campus referrals, counselors often find it desirable to walk the students to the agency as there is a tendency on the part of the student to put-off the referral to a later time and sometimes the student never makes it if left to do it on his own.

7.0 TESTING Testing was considerably altered this past year with the administration of the ACT Career Planning Program. This test was given to 500 students upon entering the college. An additional 200 tests were given in classes and on an individual basis. The Career Planning Program includes an interest inventory, aptitude tests in several fields, and achievement tests in English and Math. The test was found to be extremely helpful in the area of Career Counseling.

In addition to the Career Planning Program, the following tests were administered, usually on an individual basis or in the group counseling sessions:

Allport Value Test	207
Work Values Inventory (Super)	177
California Occupational Preference	635
Myers-Briggs Type Indicator	313
Mooney Check List	10
Bernreuter Personality Profile	437

8.0 ARTICULATION WITH FEEDER HIGH SCHOOLS Seventy-two official visits to high schools were recorded by the counselors during the year. These visits included meeting with senior classes, college night programs, counseling staff meetings and visits to the counseling office.

During the spring semester, a new program was begun as an experiment. A Rio Hondo peer-counselor was placed at Monte Vista High School for several hours once each week. This appeared to be so successful that contacts were made with all the other public high schools in the area and all but one were interested in participating. Available peer counselors were placed in La Serna and Whittier High Schools and all three schools were enthusiastic about this new articulation. Because it was late in the spring semester, and because of the lack of availability of trained peers, the beginning of this program at other schools was postponed until the fall of 1977.

The counseling newsletter was mailed to all feeder schools three times during the year.

In early June, the Rio Hondo staff instituted a training program with the cooperation of the University of California and the State University and College system to give high school counselors some insight as to the best guidance for college-bound high school seniors. The program was well attended by high school counselors and was very well received. This program emphasized the importance of community college training for the majority of high school students.

The High School Counselor's Handbook was updated with changes in the major sheets. The changes were distributed to all the feeder schools.

9.0 TRANSFER--4 YEAR COLLEGE LIAISON Transfer major requirements were reviewed in the catalogue and corrected, where necessary. The same changes were made on the "major" sheets with changes sent to the high schools. In June, each counselor reviewed and corrected all majors for California State University at Fullerton. These sheets were then mailed to Fullerton for review by their respective departments this summer. All changes will be updated and recorded in fall, 1977.

Counselors visited the following campuses during the year for the purpose of Articulation:

University of California at Los Angeles
California State College, Dominguez Hills
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State Polytechnic University, Pomona
University of California at Irvine
University of California at Riverside

In several cases, the counselors were accompanied by department chairpersons to articulate within a specific discipline.

10.0 PERSONAL DEVELOPMENT CLASSES The teaching of personal development classes continued in the areas of Career Planning, Self Awareness, Personal Development, Decision Making and "Who Am I and Where Am I Going". Summer Session included one session on Peer Counselor Training.

11.0 INTERDEPARTMENTAL COMMUNICATIONS Information about trends in enrollment, changes in transfer programs, etc. was transmitted to the departments. As stated elsewhere in this report, this resulted in several department chairpersons and counselors visiting the 4-year institutions.

12.0 ATTITUDE AND SATISFACTION SURVEY The ACT was mailed to more than 500 students selected on a random sampling basis. Since this survey included an attitude and satisfaction survey, no other survey was developed. The services involving counseling were:

Career Counseling - 49% of full-time students said it was helpful, 35% said it was of little benefit to them and 17% had not asked for that service.

Personal Counseling - 33% of students said it was helpful, 33% said it was of little benefit, the remainder had not had personal counseling.

Orientation - 58% of full-time students said it was helpful (half of that number said it was extremely helpful), 35% said it was of little benefit and the remainder had not been through orientation.

APPENDIX E FINAL PROGRAM AUDIT

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF PROGRAM EVALUATION, RESEARCH, AND PUPIL SERVICES

Rio Hondo College
Counseling Services Program

FINAL REPORT

This report is based on data gathered as a result of an on-site visit to Rio Hondo College on September 27, 1977.

References: Rio Hondo College, Counseling Department Year-End Audit Report and the Audit Plan for Rio Hondo College, Counseling Services

This final report will indicate whether or not the objectives of the Audit Plan were met.

Objective 1.0 Evaluation

This objective was met.

Objective 2.0 Feedback

This objective was met in essence. An ACT survey was substituted for the CSFF.

Objective 3.0 Academic Advisement

Objective 3.1 This objective was met. Over 3700 academic advisement sessions were conducted.

Objective 3.2 This objective was met.

Objective 4.0 Career Counseling

This objective was met. Over 1200 career counseling sessions were conducted.

Objective 5.0 Personal Counseling

This objective was met. Over 1600 counseling sessions relating to personal matters were conducted.

Objective 6.0 Referrals to Support Services

This objective was met. In the opinion of the auditor, the counselors are to be commended for walking students to the agency to which they are referred because it demonstrates their dedication to the person and probably goes beyond what is normally expected of a counselor at the community college level.

Objective 7.0 Testing

This objective was met. Over 1700 testing sessions were conducted.

Objective 8.0 Articulation with Feeder Schools*

Objective 8.1 Visits to High Schools
This objective was met. Counselors made in excess of 70 visits to feeder high schools.

Objective 8.2 High School Parent/College Sessions
This objective was met.

Objective 8.3 High School Counselor Day
This objective was met.

Objective 8.4 Newsletter
This objective was met.

Objective 9.0 Transfer--4 Year College Liaison

Objective 9.1 Update Catalog
This objective was met.

Objective 9.2 Visit 4 Year Colleges
This objective was met.

Objective 10.0 Personal Development Classes

This objective was met.

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*Note: Articulation with Feeder Schools was greatly improved by the enthusiastic acceptance of the peer-counselor and the high school counselor training program in cooperation with the University of California, the state universities, and the community college system.

Objective 11.0 Interdepartmental Communications

This objective was met with a bonus.

Objective 12.0 Attitude with Satisfaction Survey

This objective was met in essence. The ACT survey, as it turned out, did not meet the objective because of its limited and nonspecific content and because of the small sample size (approximately 1% of the student population). A sample size of from 10 to 20% would be more appropriate for the purpose of making generalizations about the total student body.

Summary

The Rio Hondo Counseling Department met 100% of its 1976-77 objectives. If the auditor may be allowed a value judgment, that is an outstanding accomplishment especially in light of the fact that this was the departments first year employing management control techniques.

Recommendation

If the department plans to move ahead in evaluating the effectiveness of its program, then, in the opinion of the auditor, it ought to 1) conduct a needs assessment (i.e. attachment by Stufflebeam, , 2) revise its objectives on the basis of that assessment (this would probably be for the school year 1978-79), and 3) base its budget projections on the management control system devised. For the year 1977-78 the departmental objectives for 1976-77 could be revised based on counselor concensus regarding renewals.